

Adolescence

CHILD STUDY

APRIL, 1930

What Is Adolescence?

H. M. TIEBOUT

From the Home to College

KARL A. MENNINGER

The Public School and the Adolescent

BRUCE B. ROBINSON

Social Adjustments and Responsibilities of Youth

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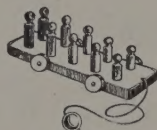
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Child Study

VOL. 7

APRIL, 1930

NO. 7

What Is Adolescence?

H. M. TIEBOUT

*Adjusting to each level of growth is the best preparation
for "growing up."*

WHO does not know what—and when—adolescence is? The awkward age, the boy crazy age, the shy age, the chivalrous age—grown-ups are likely to color with contradictory hopes and fears their vision of adolescence in the boys and girls whom they know.

It is perhaps inescapable that adolescence should be a time of surprises and even of rather drastic adjustments both for the adolescent and for those who feel responsible for his welfare. But the excesses of "flaming youth" which strike fear to the hearts of so many parents are not inherent or inevitable. Many unfounded fears on the part of parents and many of the actual difficulties into which adolescents fall are due to confusion and lack of understanding of the essential elements in healthy development.

One frequent source of confusion is expressed in the commonplace saying that presentday adolescents have a harder time coming to terms with the world than they used to in a simpler social order. This is true as far as it goes; the complexities do exist. But where? In the adolescent? Or in his surroundings? The confusion is due to a failure to think through clearly the distinction between what, in the world about him, the adolescent must meet, and what, within his developing personality, he has to meet it with.

The implication has been that the adolescent of today is really "different" inside. Here is the point we have not always focused clearly. What the adolescent faces has changed, is changing, enormously; what he has to face it with—his *self*—is no different from what the adolescent *self* has always been. As the presentday world increases in complexity, the young person about to enter it is bound to face more and more complex situations. He must find expression

and satisfaction for his own developing feelings and capacities in a world where our whole viewpoint—on education, on gainful occupation, on recreation and companionship and on marriage—appears to set more and more stumbling blocks in his path. This means that the obligation of parents to temper and interpret the environment is greater than ever before. But they can do this both more hopefully and more intelligently when they understand what it is they must interpret and to what inherent qualities of personality in the adolescent they must appeal.

To gain perspective about what adolescence is we must look at the adolescent afresh from three angles, which may tentatively be designated as *growth*, *goal* and *guidance*.

GROWTH

The dictionary defines adolescence physiologically as the period between the beginning of puberty and the onset of maturity. In addition to this accepted meaning, the same authority suggests another connotation of adolescence which perhaps offers additional enlightenment. Before the term adolescence came to be applied to one special phase of development, the root word from which it is derived meant *to grow up*. It retains significance as a *process* rather than a *period of time*; and adolescence must be thought of in relation to the whole of growing up rather than as an isolated segment bounded by twelve and twenty.

Although usage has established it as the word by which we describe this particular stage of growth, we must not wholly lose sight of this root meaning when we think of adolescence. If we keep in mind that it is part of the growing up process, we are more likely to maintain a sense of proportion in regarding it and

to free it from some of the fears and perplexities with which parents have so frequently viewed it.

But adolescence still remains that part of the growing up process which is most conspicuous. No one can escape seeing its physical transformation. At puberty, parents who have gone on cherishing their children's childhood are brought face to face with a new and no longer child-like personality. It is with the same surprise in an even more intense form that the girl or boy himself is facing this new personality. He has to discover, to try out and to evaluate this *self* all over again, for it has done strange things to him. These changes that are upon him, physical, emotional and social, are really new experiences. There has been a vital alteration in that part of his environment which is within himself. He does not yet know where these new impulses may lead him. His sense both of what he now is and of what he may become in the world has not yet been brought into focus with the realities of his present and his future.

GOAL

At best we cannot, and would not, shut our sons and daughters off from this world which is after all at least as much theirs as ours to live in. If we know what adolescence is and what its goal, we shall be able to help them to build up, within themselves, a more valid protection against external drives and conflicts, and to develop a greater self-confidence in meeting the outside world. If adolescence is to be thought of as a part—outstanding, but not unrelated—of the growing up process, it is not hard to see that the adolescent must grow toward something. Guidance demands a goal. As guides, we elders are not much of an asset if, in the words of the old song, "We don't know where we're going, but we're on our way."

That goal toward which adolescence—as a part of the growth process—must be on its way, is *maturity*. Physical maturity is so obviously and inescapably the objective of physical adolescence, that we sometimes lose sight of the other kinds of maturity—psychological, social, emotional—which are at least equally vital. Yet who has not known failures and misfits of adult life who have not been able to meet reality because they remained immature in everything but the narrow physical sense?

What then do we mean by maturity from the psychological point of view? It is the ability to accept reality as both real and acceptable, to keep facts in focus, to meet life as it is, and then in all independence to work with it.

This maturity—this adequate adjustment to the world at large—is what all positive guidance must keep in mind as its ultimate aim. Beginning not with

adolescence but with babyhood the ideal training is that which gives validity to actual experience.

Insisting that this is the goal of training is not to say that the goal can be reached at a single bound. All growth must be thought of as a series of steps, or better still, as a series of plateaus, long, comparatively level stretches bounded rather sharply by abrupt lifts from one stage to the next. At times the lift may be higher than at others; at adolescence it may, by its very nature, prove greatest of all; but the manner in which each preceding plateau and lift have been traversed should be a preparation.

GUIDANCE

Parents have a goal to reach for the adolescent child, but the way to meet this distant goal is through learning how to meet the immediate reality. The trouble with adolescents is that they think this reality new because it is new to them. The practical, immediate aim of guidance at any level is always to meet the present so that the future becomes progressively acceptable. Billy, for instance, is three and entering play school. To take a relatively trivial example, one of his next steps in becoming a social being is learning how to play with Mary Jane without pulling her hair when they both want to ride in the same toy wheelbarrow. It will be a long time before he will be ready to learn how to "meet girls," but it is safe to say that his experience with Mary Jane will have a great deal to do with how he makes this and other, and even more important, later adjustments.

As every new capacity and interest in the growing personality is added and adjusted to the child's own vision of reality, it must pass through a process of organization which is much the same at every level. This adjustment is as essential for the infant's dawning capacity to talk as it is for the adolescent awakening of sex and its allied interests. As the little child learns to use his growing, physiological adaptations to make his wants known by words, he opens up new possibilities for himself along two lines; he can react more independently to his environment now that he can talk about it, and he has discovered a whole new world of spoken words and symbols which bring new meanings to familiar objects and situations.

With the development of any capacity comes not only opportunity for exploration but compulsion for it. The new capacity brings the child up against new things, new events, new realities. Difficulties may arise during the process of learning by experience what can and cannot be done. While he is learning to talk, the child finds disapproval if he talks with his mouth full, or if he shouts for unnecessary attention in the middle of the night, or if he repeats certain

(Continued on page 220)

From the Home to College

KARL A. MENNINGER

THE modern conception of mental life is that of adaptation of environment, to ever developing "new situations." Most of these new situations that we must meet are closely related to old ones with which we are familiar, and readjustment is therefore not difficult. Some, however, are very new and very different, and therefore often difficult. Going away to college is one of these. It is one of the hardest steps that the individual takes during his entire life. Starting to school in the first place and getting married are two others, but of the three I think going away to college certainly has the greatest number of complexities. *Going away to college is a sudden definite cutting loose from home dependency and control.*

Let us picture a student, John Hill, who has been living with his parents and younger brothers in Plattville, Missouri. He is known to everyone in town as the oldest Hill boy, a fine fellow, maybe a trifle stuck up, related to the McNarys, mother had a bad nervous spell four years ago, dad has an interest in the bank, and so forth and so on. Similarly, John is acquainted with the details of the lives of his twenty-odd classmates and eighty-odd schoolmates and also of many citizens whose children do not go to school. He has worked in his father's store after hours on school days and all day on Saturdays, and has followed the routine of living which his father and mother have established and followed for thirty years. His chums have been certain fellows, he has dated such and such girls, has gone to Kansas City occasionally on excursions, and he once spent a week in Chicago with his father.

When John Hill goes away to college or the university, he is quite anxious to go, a little excited about it, and perhaps a bit frightened. He finds himself surrounded by hundreds and even thousands of schoolmates. He knows almost nothing about any of them. He finds it necessary to hunt for a place to eat. This

is something he never did before in his life. He finds it necessary to hunt for a place to sleep; except for an occasional night in a hotel or tourist camp he has had no idea about sleeping any place except in his own home. Everything, as well as everybody, is new.

He begins to get adjusted. He finds out how to enroll by reading the signs and inquiring from older students whom he casually meets. By keeping his eyes open he gets around after a fashion and feels very thrilled by all the new experiences. He acquires new habits of eating and sleeping and studying and playing.

Gradually he begins to appreciate his increased liberty. No longer is it necessary to get up when mother calls him; he gets up when he chooses or not at all. He can go without meals if he likes and no one will say anything about it. He can go to the movies as often as he likes and neglect his

studies if he wishes. He may loaf as much as he pleases, and even drink if he wants to, although of course he wouldn't want to do such a thing! He understands that some of the students do.

This new found liberty does not last long, however. All sorts of new restrictions begin to develop. In order to make his grades John has to be in class at certain hours. To comply with the college traditions he is obliged to wear a certain cap and to refrain from certain specified activities. He learns that he has to use a somewhat colloquial vocabulary if he wants to really "belong." He has to assume certain attitudes and go through certain motions that are approved by the majority of the students at that particular time. Instead of parents, John now has fraternity brothers and college seniors and faculty members to please. In short, an entire new system of rules has been developed. He finds himself as much constrained in college as he was at home, only in a different way. Yet he thinks he likes the new way. He thinks it gives him a great

Psychological Weaning

PSYCHOLOGICAL weaning entails less wear and tear in adolescence if it has been led up to gradually throughout childhood.

Many parents who believe themselves considerate and affectionate are really selfish.

The clear minded parent encourages the child to realize his best possibilities at every level of development.

Young people demand freedom because freedom is needed for their growth as individuals.

The adolescent cannot be wholly dependent upon home ties if he is to develop normally.

Going to college affords an opportunity for both parent and youth to "begin over," with greater independence of one another.

deal more personal freedom which is something he thinks he has always wanted.

This emancipation from parental ties occurs suddenly and without a clear consciousness on the part of the student as to just what has happened. He knows, of course, that he is leaving mother and father for a time; often he is glad of it. Or he may be very homesick. In neither case does he really understand what is happening, and in most cases, neither do the parents.

It is difficult to realize that college students sometimes get an education chiefly because they are removed from their parents. They are enabled to make new investments of their libido, to use a technical expression. This simply means that they are permitted to make a new world for themselves. In doing so, they use some of the energy which they had previously invested in the members of their own families. Moreover, they select friends after the patterns of their own families. This does not mean that a boy picks out girls that look like his mother, as is often erroneously repeated by careless writers. It means that the likes and dislikes, the loves and hates, the prejudices and proclivities of people are largely determined in their early years; this applies to persons as well as things. Consequently, students will make friends who resemble in some way or another their ideals, which are largely dependent upon the parents. In so far as the newly discovered friends measure up to these ideals, which of course they will never do completely, they will more and more supplant the parents. And this is of course as it should be.

THE YOUNG IDEA HAS PARENTAL ROOTS

But the child not only carries over into college life his undefined conceptions of ideal human beings and his models for friendship and for love, but he carries over other psychological gifts from his parents. He carries over their prejudices, their inferiority feelings, their convictions and preferences and taboos.

Whatever the pattern, it is apt to be developed and exemplified in various ways. If one has been dependent on one's mother, one has to find a new mother. If one has hated one's father, one finds a new father to hate. If one has developed a habit of religious compensation, one is more or less discomfited by the change in religious attitude which one is sure to get in college. It may be strengthened or it may be weakened, but it is apt to be changed. There are new actors, in college life, to play the old parts—the part of the king, and queen, and villain, and hero, and princess.

The reason that it is not always obvious that the college student is carrying on his family patterns is

because of our capacity to react in other ways than by imitation. A minister's son who has had ideals of a certain kind of conduct held before him very conspicuously may react (imitatively) by being all that his father was and wished his son to be, or he may react by rebelliousness and be precisely the opposite. His negativistic tendencies may swing the pendulum in exactly the opposite direction. We do not need to go into the psychology of this sort of reaction; it is a phenomenon familiar to everyone.

NEGATIVISM COMES OUT OF THE NURSERY

Reactions of rebellion and negativism are very common in the adolescent; they have often begun long before. But whenever they began they are very apt to be continued into college life. Evidences of rebellion, "give-me-air," "do as I please" (directed toward the parents, of course) may be found in the following article, written by a college student and awarded third prize in a magazine contest. One also finds here evidence of the struggle to conform to the herd dictates. New masters for old—with a few superficial changes.

"If the mother of today's coed were suddenly lifted from her own days of prudery, of modesty, of high ideals as to the purity and goodness of womanhood, and placed in the era of freedom for women the result would be quite the same. She would adopt the new standard; she would reorganize her code to include the superficialities that make up life for the modern woman. Her ideals as to womanly conduct, to women's activities, to her desire to come and go as she pleased, would undergo a change. All this because she would be placed in the new setting. But she would be changed, really, less than she appeared to be.

IF MOTHER WERE A GIRL

"She would be a part of the collegiates who stand up and howl for joy at a football game and, locking arms, sway rhythmically while they cheer for—well, just for the joy of cheering! She would be part of the carefree crowd that, after the game, piles in motor cars—some of them sporty things with long low lines, some of them old wrecks covered with collegiate quips—and drive to the old hangout where girls and boys alike spike their beer and smoke. She would be in the midst of that evening's festivity, which festivity consists of dancing till midnight, with a great deal of promiscuous necking and drinking and smoking between whiles. By one o'clock all the shady lanes are filled, and an obliging moon shines not too brightly down on the flaming youth that is America's college generation—and she would be a part of it. Her kindred would be those who wear coon skin coats and play ukeleles, who swear profusely, who have a lan-

guage almost all their own, who cut classes and lie to their instructors." (From *Jayhawk Magazine*, July, 1929.)

The same spirit, expressed in conduct rather than in well arranged words, gives disciplinary committees and censors some concern. But it is the students who can neither adjust themselves to a new freedom in some satisfactory way, nor yet relinquish the desire to do so, who come to the mental hygiene counselor. The conflict, unsolved, unexpressed, gives them psychic pain, which may appear in the form of physical symptoms, homesickness, depression or discouragement, scholastic inadequacy, disinterest or failure, or as some sort of overt social offensiveness or "misbehavior."

The disastrous results of students' failure to cut loose from home dependency and make readjustments leading ultimately to their own independence are shown by a consideration of a family with which I am well acquainted.

HAVE YOU MET THEM BEFORE?

The father, John Mathewson, is a lawyer and a good one. He started at the bottom, set his heart and mind on the attainment of success, and got there. It was a single minded, dogged pursuit which could not fail. Mr. Mathewson had ambition, ability, drive; he loved his work. He thought he loved his family, and no doubt he did, somewhat.

Mrs. Mathewson was one of the type which we call neurotic—a personality thwarted in the expression of unconscious tendencies who has reacted badly to the thwarting. One of the common neurotic types is the individual who deflects his love from other human beings where it should be expended, to invest it upon himself, particularly upon his body. He develops extraordinarily numerous complaints and "imagined" ills. Such people will often point to their symptoms with great satisfaction to show that they are suffering a great deal from organic diseases which the many doctors they have consulted have failed to find or to remove. It is very difficult to convince them that even some organic diseases are the direct or indirect results of psychological processes.

Mrs. Mathewson was "one of those women." She had complained all her life of all sorts of ills. She had visited any number of doctors—first the "regulars" (her term for them, not mine), then the osteopaths and later the chiropractors. Each treatment would be successful for a time and then disappoint her; eventually she decided that all matter was mystic and all pain imaginary and such things as cancer and pneumonia merely the "rackets" of the mercenary medical profession, so she took up a faith cure. She contributed

liberally to this for a year or two and then flashed back to consulting the "regular" doctors, particularly one very dogmatic tyrannical old fellow whom she regarded with a kind of awed adoration and obeyed implicitly. All of these illnesses, of course, did not keep Mrs. Mathewson's friends from considering her a splendid woman; they respected her intelligence and ordinary good sense.

The Mathewsons were highly regarded, first, because they prospered, second, because people liked them personally, and third, because of their three very fine children. The older and younger were boys and the middle child was a girl. There were about three years between them.

Lloyd, the oldest, was a sprightly, aggressive lad whom everyone liked, and whom everyone admired because of his willingness to do favors. He was always doing something for someone and incidentally, although not designedly, profiting thereby himself. He was elected president of everything he got into throughout his school career. Harold, the younger brother, was less active and less popular but much more of a student, and his quiet, thoughtful ways endeared him to some in preference to his older brother. Their sister, Susan, was everyone's pet. She learned to do housework very early in her life and during her mother's years of invalidism and trotting about to doctors, Susan did the housework, got the meals for her brothers and father and was altogether the most adorable little daughter imaginable. In school she was somewhat timid and retiring but this made her all the more popular with the girls, even though the boys, it is true, scarcely noticed her.

This is in a sketchy way an outline of the Mathewson family when Lloyd, the oldest, was about fifteen. Let us jump ahead seven or eight years now and study the Mathewson children *in college*. Lloyd was graduated from the University the previous year. Susan is beginning her junior year. Harold is a freshman.

PORTRAIT OF A SUCCESSFUL COLLEGIAN

Lloyd had apparently made a great success of his college life. He had continued his propensities for dominating things and had been elected president of the student council, secretary of the dramatic club, manager of the glee club, vice-president of the Y. M. C. A., and had served on innumerable committees with innumerable missions, such as raising funds for the new library, getting the students together on a vote on the honor system, organizing a movement for personal work among the students, and stimulating a movement for keeping the campus clean. He had done all this sort of thing and done it fairly well but he had done it at a considerable personal sacrifice

which he scarcely realized until the end of his senior year. "I've done a lot of things for a lot of people but I have pretty badly neglected myself and my own education," he said. "I suppose I have learned a lot doing these things, but I have missed out on a lot of things that I was supposed to be getting." He was optimistic and enthusiastic, however, and with high hopes sallied forth from college to sell insurance. He succeeded, after a fashion, as he had always done. He thought he was succeeding gloriously.

THE "UNPOPULAR" GIRL

Leaving home to attend college was a very difficult step for Susan to make. She was terrifically homesick. She wrote a daily letter to her mother and frequently it was wet with tears. She thought she would never get through the freshman year because of homesickness and loneliness. But because her father insisted, she stuck it out. She devoted herself to her studies and in spite of her depression made good grades. She made friends rather slowly, but having once made them, she put herself out to please and they loved her very dearly. For the most part she associated with girls as lonely as herself. Her second year was much easier; at least she was much less homesick and had more friends. A new difficulty appeared, however. Several of her girl friends seemed much more interested in young men than she was. Susan admitted that she was not interested in the boys at the college and couldn't see why they should appeal so to the other girls. One by one, however, these friends succumbed to an interest in social activities which brought them more into companionship with boys and less and less with Susan.

In her junior year this situation was beginning to trouble her a good deal. She found herself more and more unhappy about the fact that she seemed to be uninterested in the men on the campus. She wondered if she should not be. She wondered how her dreams of a happy home and children about her were ever to come true if she were not interested in men and they were not interested in her. She was too reserved to talk about it frankly with other girls; moreover, she found herself more and more in the company of girls who had had no more experience with boys and dates than she herself. She worried about it until it began to be almost an obsession.

Finally Susan confided some of her troubles to her roommate, who was very active socially. Her roommate arranged a "blind" date for her, and in this way Susan gradually acquired a few boy friends. Most of them went with her only once or twice, and after that she heard nothing from them. Once one of them attempted to kiss her. She was frightened and rebuffed him. Her roommate told her that she should have at

least submitted if she couldn't cooperate. A little later whenever a lad tried to kiss her she yielded with an awkward willingness which amused him, and he, too, lost interest. It was like the German folk tale of Foolish Hans.

Then for a period of three or four months Susan was devotedly attended by a boy with whom she studied, read, hiked and conversed, but who seemed to regard her merely as a convenient audience for his troubles and his daydreams of a glorious future. So long as she continued to act in the capacity of a kind of nurse and mother to him, he was interested in her. When she grew tired of this and expected more attention and consideration from him, he took umbrage and departed. This depressed her a good deal; then she cheered herself by saying that men didn't interest her anyway and she'd wait patiently until the right one came along.

In the meantime the brother Harold had entered college as a freshman. Quite unlike Lloyd, he seemed to have no particular ambition for achievements in school activities. And quite unlike Susan, he seemed to have no distrust of himself with respect to the other sex. He was interested in just two things, his studies and his girls. This is a curious combination but once in a while it happens. He had dates with a great many of the college women, one after another. With a few of them he became quite intimate. Because he was tall and strong and good looking he was particularly attractive to certain girls who entertained fond hopes that his attentions would continue as faithful as they were energetic. He disappointed them. He switched rapidly from one girl to another.

Harold was not at all interested in the men in the school or in any of their activities. He took no part in athletics, dramatics, literary societies, social organizations, religious groups or campus organizations. He confined himself to his lesson assignments and his evening dates. And he made good grades.

FUTILE ESCAPE

In the middle of the year, however, he suddenly collapsed, and in a curious way. Although a man of excellent physique he began to be greatly concerned about his health. He began to feel that he might be developing tuberculosis. He took his own temperature daily and walked to the store twice a day to be weighed. He went to the library to consult numerous medical books. He gave up entirely his nightly frolics with the girls and began to neglect his studies as well. The boy could concern his mind with nothing except his illness. He developed a type of dyspepsia which received various diagnostic designations from the various doctors he consulted. Some said it was nervous

indigestion. Some suggested that it might be the beginning of a gastric ulcer. Others thought that it was entirely imaginary. One doctor said it was a neurosis. To Harold it was an excuse for taking a great deal of medicine and establishing a ritual of enemas, cathartics, exercises and diet which occupied all of his waking moments. By the middle of the second semester he had left school. He went home and became the object of great solicitude on the part of his mother, who had been through so much of the same sort of thing herself. His father drew long sighs and wrote long checks. Susan wept. Lloyd shrugged his shoulders and walked out.

At this dismal moment let us drop the curtain, and then look ahead five years.

THE PSYCHIATRIST LOOKS BEHIND THE SCENES

Lloyd is no longer selling insurance. He was persuaded to give it up and become full-time secretary of a club whose avowed purpose is putting "service before self." Whether anyone else in the club ever did it, Lloyd certainly did. He worked long hours and expended a great deal of energy for a very low salary with very dubious results.

Susan in the meantime had gone her lonely way through her senior year and had started teaching school. She had taught three years, and was in a fair way of developing a faint vestige of independence when her mother succeeded in persuading her that the burden of her invalid brother at home demanded Susan's help there. Obediently she gave up teaching and went home to help her mother and incidentally further burden her father. Harold continued the existence of a semi-invalid, living at home, working sporadically and ineffectually, doing a vast amount of complaining and fault finding, and earning nothing.

Now let us analyze superficially the psychological forces active in the Mathewson family to bring about these results in the lives of the three children. Lloyd, the oldest, appears to be the most successful. In college he gave the impression of succeeding gloriously. He probably would never have been regarded as a problem case or one for the mental hygiene counselor to consider. Yet he did not make so successful an adjustment in later life as he gave promise of doing

while in college. This leads us to infer that some of his activities in college may have had a false bottom, so to speak, or a false top. They may have been a camouflage for his personal misgivings. He appears to have unconsciously identified himself with his father.

His brother and sister were less successful. They both failed to achieve the cutting of the psychological umbilical cord; they both remained tied to the family. But they remained tied in very different ways. Susan, on the one hand, was very obviously dependent upon her parents. Ostensibly it was upon her mother she depended and her mother whom she longed for and her mother whom she went back to help. Actually, however, any student of psychology will be able to see that she was devoted to her father. She was so devoted to him that she went back to work in his household rather than go on with an independent career or the consummation of her marital ambitions.

Harold, on the other hand, started out very bravely. He attempted a revolt to break himself from the emotional ties to his family by an extravagant, overcompensatory indulgence in social and sexual activities. But his efforts were like the wild splashing that the beginner makes in learning to swim. He was quite incapable of doing what he thought he so much wanted to do. His, too, was a case of imitation; when the superficial efforts at a different kind of life failed, he fell back upon neurotic invalidism in imitation of his mother, who incidentally was the only woman he ever really loved.

"ALL THE WORLD'S A STAGE"

From the technical side, there were many other psychological mechanisms active in this Mathewson family which cannot and need not be gone into here. What I have tried to illustrate is simply that in the brief span of college life we get a four-year slice out of a play which is running not for two or three hours or even for four or five hours, like the old Greek plays or O'Neill's "Strange Interlude," but for thirty, or forty, or sixty, or eighty years. To be sure, the play keeps repeating itself; the acts appear to be consecutive, but in reality the same themes are repeated. The patterns formed in the early years of life are, generally speaking, the patterns of the entire play.

Don't pamper your child. (I say "child" because we know that most mental health or unhealthiness is determined in childhood.) Don't make him feel inferior. Don't be too severe; don't frighten him; don't make him jealous; don't worry him or worry over him; don't talk about sickness to him; don't boss him too much; don't say "don't" to him all the time; don't compare him with others; don't lie to him; don't glorify his temper tantrums; don't bribe him; don't over-excite him; don't get angry at him; don't show favoritism; don't exhibit your authority for its own sake; don't humiliate him. All of these don'ts and many others are derived from our knowledge of bad things that can happen from continuing the prohibited tendency.—K. A. M., The Human Mind.

The Public School and the Adolescent

BRUCE B. ROBINSON

Achieving the greatest good of the greatest number through the guidance of mental hygiene.

PSYCHIATRY approaches personality problems case by case. The study and treatment are individual. Preventive measures include the earlier recognition of developing problems, arranging better environmental influences, mainly through better home training in a particular home, and improving the recreation for the child being treated. More efficient psychiatric service is possible if children are studied when the habit formation is at a fairly early stage; this is the justification for the clinic service to young children who are "normal" and whose problems are mild.

The public schools with their large enrollments and with their responsibility for the whole juvenile population cannot depend upon the slow and expensive case by case study and treatment of individual pupils as their major attack on personality problems. The schools cannot afford the expense or find the time to work out in detail the factors influencing the behavior of individuals who are showing signs of "normal" maladjustment and minor deviations from desirable personality development. (In fact, they can furnish clinic service to only a portion of even the more serious and classroom-disturbing problem pupils.)

EMPHASIZING POSITIVE VALUES

The size of the schools, and their responsibility to the community as a whole, do have certain disadvantages, but these have been given perhaps more attention than they deserve. They affect particularly those children who deviate conspicuously from their school-fellows. But the very fact that the public schools deal with large cross-sections of the youthful population has certain inherent advantages. It is important for parents to know what these are, and to be aware of the ways in which a public school can apply the fundamental preventive principles of mental hygiene.

The big advantage of the schools is found in their wide responsibility and in their large numbers which make possible the study and correction of mass needs in personality development. Case by case psychiatric study in the schools is, then, not so much for the benefit of the individuals treated as for the discovery of causative factors affecting many pupils. Plans for treatment of the individuals studied are of greatest usefulness in

supplying school executives with data helpful in reorganizing the school programs of groups of pupils similarly affected by the factors discovered.

In this responsibility for the wide use of clinic findings in the schools, and for more efficient services through action affecting groups, the school psychiatrist is having the same experience as did the Child Guidance Clinic psychiatrist in community work. The need is again found to assist in the development of child study groups for parents, because the same home factors determining the development of undesirable habits in his patients were found in case after case. Efficiency and real prevention call for this educational service to meet the group need. The greatest usefulness of such parent-training work is in giving a still better chance to the average child rather than in aiding the occasional child who might become a clinic problem.

Clinics have studied many maladjusted individuals of adolescent age. Much has been written on adolescent needs. Psychiatric treatment has been directed toward home conditions; recreational programs have been worked out. Items have been: the "adolescent revolt"; the growing influence on conduct of a lack of self-confidence; the need of feeling that he is taken seriously and that what he does is worth while; the need of maximum opportunity for taking responsibility; the chance to "be like the others," in dress, freedom, hours, recreation.

QUESTIONS FOR SCHOOLS TO ANSWER

The public schools have the opportunity to supply part of these adolescent needs. They have the duty to make certain that the school program is not increasing adolescent difficulties by its methods in discipline, by its routine, by a patronizing attitude of teachers toward pupils, by a curriculum too hard for many and therefore promoting loss of self-confidence through failure.

What is the responsibility of the student body in running the school? Is there a student council? And is it a responsible executive body or does it represent merely a paternalistic gesture by the faculty?

Is discipline for these older school pupils based on the mutual respect of teacher and pupil? Do the teachers regard discipline as primarily aiding the pupil,

so that the pupil's respect is carefully guarded and built up? Is impatience regarded as a prerogative of the teacher? Is sarcasm tolerated in classroom management? The discipline of the school is of major importance in mental hygiene. It is of particular importance where the adolescent is concerned. (Discipline, moreover, is the severest test of the teacher's own personality. His unsolved emotional problems show themselves most readily through his discipline. Faults in administration of discipline are clearly related to personality defects.)

SUCCESS AND FAILURE

Is there provision for the pupil to work according to his ability, and to succeed after effort? Failure is a mental hygiene hazard. The "average" amount of failure in our junior and senior high schools is a result of poor planning, of old-fashioned curricula and methods, of a lack of educational guidance. This "average" amount of failure in our public schools is definitely harmful to the pupils and it is unnecessary. It is important for the parents to realize this and to demand educational progress which will bring about its marked reduction, if not its elimination.

Is there provision for the pupil of superior ability so that he may not develop habits of "sliding through," of loafing, of bluffing, of disinterest? If there is such a program, is it well planned so that it is not merely more of the same thing, but gives opportunity for initiative and the following out of interests?

SIGNIFICANCE OF "ACTIVITIES"

Free association with other pupils, responsibility, active interest, success—all these are offered through the extracurricular activities of the schools. So helpful have these activities (clubs, societies, bands, teams) proved that "extra" is being dropped from "extracurricular," and these socializing activities are being recognized as of equal importance with academic work and equally entitled to time and space during regular school hours. Neither treatment of problem pupils nor the needed general aid to personality development can be given without an extensive program of such activities. In fact, we are justified in saying that modern education cannot be supplied by a high school without such a program. If parents would read such a book as "Extracurricular Activities in the High School," by Foster, they would be better able to judge the adequacy of the program available to their own children in their local high school. There is a great need for parents to be well posted on this point so as to appreciate good programs of extracurricular activities, and to encourage their further development. An

informed and inquiring group of organized parents in any community will speed the building up of such a program in schools unprogressive in this respect.

Such a study of standards and possibilities will educate the parent also on the subject of the school's policy in athletics. Is the main interest in turning out winning teams and in games with other schools, in spending most of the available time and money on the few superior athletes? To do so is to deny to the majority the full benefits of athletics. Can every pupil who wants to do so gain membership on a team and in the sport in which he is interested? Do the girls have as much opportunity as the boys? A brief study of the athletic programs for boys and girls in progressive high schools will revolutionize the ideas of many parents regarding standards of adequacy in such programs.

EDUCATION BEGINS AT HOME

Incidentally, parents often give evidence of their own emotional problems by their attitude toward athletics for their children. It is worth while to make a psychiatric study of a home where parents refuse to allow a boy to try out for teams for fear he will get hurt. The parents are certainly making other serious mistakes which hinder the desirable personality development of the boy. There will be other evidence of the parents' disinclination to let the boy grow up.

The modern parent no longer turns his child over to the schools to "educate" with the feeling that he need have no responsibility except for regular attendance, furnishing "excuses" as required, and coming to the office of the school when summoned. Education is a twenty-four hour job, seven days a week, and only by the close cooperation of home and school can modern education be carried on. The schools belong to the community and the community must be able to evaluate the adequacy of the job being done. Parents have come to realize that parenthood brings wide responsibility; they have brought themselves up-to-date in child training; they are alert to the health needs of their children. They cannot afford to be apathetic in regard to the opportunities which should come to their child through a modern school program.

Groups for parents have the double advantage of giving them information and an organization through which they can make their desires effective.

The school plays an important part in the increasing or relieving of adolescent problems. Parents cannot expect detail study and treatment of their adolescent children by the schools, but they must demand a school environment where their children can be normal, happy, successful, self-confident, responsible individuals—a school which provides full opportunity for social development.

Social Adjustments and Responsibilities of Youth

BENJAMIN C. GRUENBERG

Skill in "getting along with people" is worth cultivating in youth.

THE human environment is essentially social. The survival of a child to the age of puberty means that he has already made a great variety of social adjustments that have proved adequate for living. He has learned to get along with many kinds of individuals; he has learned to meet the demands of his group; he has learned to get his due from others.

A human being can survive, however, without meeting the requirements implied by our usual picture of satisfactory social adjustments. Such a phase of social difficulty is graphically represented in our typical notion of a backwoodsman. His deficiencies show themselves not merely in failure to comply with conventional manners, but still more in his failure to understand what other human beings expect of him. A child brought up on an isolated ranch may get along well enough with the few people he meets; but his adjustments are likely to be too narrowly limited. We shall expect him to have difficulty if he moves into a larger community where he is obliged to make contacts with types of personality foreign to his early experience.

The adjustments attained through mere survival represent a minimum, which is far from ideal as a goal for youth in a modern community. The mere fact of living in a city, however, is anything but a guarantee of attaining to better things. Every one knows that no place is so lonely as a crowd wherein one does not belong. Though comparatively few families today lead lives so remote as to leave a mark upon the younger members, isolation and social unadjustment have not vanished with a vanishing frontier.

LEARNING TO BELONG

The ability to react to social life constructively and happily is increasingly important in a society where individuals are more and more forced to move and act in groups rather than in crowds. Isolation and social deficiency quite as real as that of the lonely ranch child may occur wherever the child has, for any reason, been separated from his fellows during the years of development. Differences in language, in the home pattern, in economic status or even in religion, may segregate a child so that he does not come to understand his fellows adequately. The child whose home

is dominated by a powerful personality or by a rigid code of rights and wrongs, whose clothes have a home-made or "hand-me-down" air, may become just as effectively excluded from his fellows as one who has a speech defect. So may the poor little rich girl and the janitor's boy.

THREE DIMENSIONAL CONTACTS

Generally speaking, the growth of social adjustment proceeds simultaneously in depth and in extent. That is, the individual learns to penetrate more deeply into the likes and dislikes of others, and at the same time to understand a greater variety of personalities. The process at best is a slow one and we must be prepared for long stretches of time in which will be found little evidence of growth. But if it is to find a place in the sun, youth cannot be limited by adult conventions and cleavages; or hampered by the cotton wool of too solicitous adult care. It needs to work out social contacts and to meet the challenge of responsibility on its own level. Development comes not by imposing standards from without but by helping the boy or girl to satisfy his own social needs and potentialities in progressively more mature ways. It is at adolescence that failures usually begin to tell; this is why we so often fail to take preventive and constructive measures in childhood where they can best take effect.

There is a time when the boy seems to remain absorbed in the intimacies of his gang without discovering the existence of other people, even of the opposite sex. His experience at this stage, however, is a valuable school in social adjustments for it is here he learns the most vigorous lessons of mine and thine, of ours and theirs. There is no limit to the sacrifice which he is ready to make for "his own"; but parents may be distressed to discover that they are not within the magic circle. To the boy, "his own" is an exclusive coterie consisting of individuals of nearly his own age; adults are enemies and younger children are pests.

However valid our objections to the gang on other scores, it has become a commonplace that within such a group the individual acquires a wide range of useful social skills and attitudes. The gang is democratic and sets up no arbitrary criteria of worth. It takes cognizance of individual differences and utilizes individual

talents without prejudice and for the benefit of the whole group. Leadership falls to the natural leader and each in turn may manifest his peculiar superiorities. For gang hierarchies are not lineal, but organic; each serves according to his abilities and each receives according to his needs. Contrast the politics and chicanery of adult public life and administration with the realistic vocational guidance and personnel management of boys playing baseball or girls playing at dramatics.

The gang, undisturbed by the intrusion of external forces, cultivates character and responsibility in a thoroughgoing fashion. In their own crude way youngsters distribute rewards and penalties in some approximation to deserts, and in some relation to actual needs. Each individual is taught by the treatment which he receives from his fellows to take his place more skillfully, more graciously, more effectively than he would otherwise do.

Looking at the gang from the outside, we are distressed by the seemingly low level of its idealism, by the unworthiness of its aims, and even the viciousness of some of its purposes. However loyal the members of the gang may be to one another, we are not prepared to let that offset criminal propensities or boisterous conduct that too seriously disturbs the neighbors.

BEYOND GANGS

For boys emerging from this gang level of development into adolescence, social adjustment should mean an extension and elevation of the loyalties and sympathies developed in the gang age. How are these loyalties and sympathies to be extended? What does the ordinary high school do, for example, to counteract the exclusiveness and arrogance of the gang's successor, the fraternity? Adopting rules to prohibit fraternities and sororities is very much like setting up rules against going into the water before one learns to swim. It is by means of their spontaneous groups, at every level, that children make all the social adjustments outside of the primary ones in the family. If we forbid the formation of spontaneous groups, we must accept the responsibility of forcing upon youth a choice between isolation and surreptitious associations, or of ourselves developing groupings that will actually educate them in social adjustment.

To a very high degree, of course, the organization of playgroup activities, of athletics, even of academic classes, does serve to furnish additional experience in mutual give-and-take. There may even be an element of sound training in these more extraneous and arbitrary groupings; for we must not assume that a spontaneous group—a "gang" or "set"—is to remain throughout life the ideal medium of socialized living. After all, no one can be so exclusive in his adult deal-

ings; he will be obliged to deal with all sorts and conditions of men, and will learn to do so only by living with all sorts and conditions of children, adolescents and adults as he comes up through the years. Although youth cannot always expect to associate exclusively with companions of his choice, play and voluntary activities nevertheless probably furnish during the growing years the most favorable media for social adjustment. The individual accepts the judgment of his peers, however severe it may be, whereas the judgment of his elders is likely to be resented.

HOW SHALL THEY LEARN RESPONSIBILITY?

As to responsibility, in our desire to give young people the fullest opportunities for personal growth unrestricted by economic demands, we frequently preclude its development. Young people are protected from many of the risks of living by solicitous and well organized programs of useful activities. More and more, occasion and need to make important decisions are thus taken from them because of our desire to obtain both safety and a maximum of opportunity for education and culture. As such young people grow up they acquire various conventionalized skills, but only with a minimum of responsibility. Whatever of sacrifice, initiative or decision is demanded of the adolescent comes for the most part from the serious business of winning games or defending the honor of the school or of the team in athletic tournaments. It is only fair to say that this groping for responsibility also calls out analogous attitudes and efforts for scholastic honors. But obviously these manifestations of devotion, of sacrifice and of responsibility are not precisely the ones we have in mind when we speak of training boys and girls for their place in society. Whether, as is generally assumed, the modes of behavior cultivated in the organized activities will eventually carry over into the more serious business of living is, for the present, an open question. Good sportsmanship at sixteen or eighteen may not preclude official corruption at forty or fifty. Making a sacrifice hit on the ball field will not necessarily preclude watering stock when it comes to business. Scholastic success will not insure a socially useful life. Hopefully, however, many schools are offering real opportunities for responsibility and initiative through a liberalized and many-sided program of activities.

From the point of view of the home, opportunity for social adjustment and for responsibility would seem to mean more opportunities for experimenting with life, for making decisions at the risk of making mistakes. Whether it is in managing his time or his clothing, his playthings or his money, his friendships or his hobbies, the youth can learn what is of most worth to him only by trying out potential values. This

does not, of course, mean leaving him from the first to his own devices. It means watching and waiting—watching for opportunities to furnish experiences, to supplement, to counteract, or to extend those which have come uninvited or which the child has found for himself; waiting patiently for the experiences to produce their effects, to give time for assimilation. Our approvals and disapprovals will not fail to carry weight; there is real danger that we will approve or not in terms of our adult scale of worth or beauty, rather than in terms of appreciation for effort, adventure, experiment.

From the point of view of the school, the cultivation of responsibility and of social adjustments again means broader opportunities for experimentation. The principle of optional or elective studies recognizes individual variation on the intellectual level. At universities it is considered quite legitimate for a mature student to make out his program on the basis of the professors he would like to work with and live with. For younger children we may at least allow the same options with respect to companions and friendships. At all levels, however, we must encourage youth to sample more kinds of people—racial, economic, national variants, as well as temperamental.

Yet most of our young people do come through with a remarkable readiness to do the right thing in every situation as it arises. This perhaps indicates that the socializing process within the narrow earlier group is more effective than we had realized. Our

failures, by the same token, may be best understood as indications of *arrested development*. The objection to the parents' excessive solicitude is not in its motives, but in the dependence or aloofness it imposes. The objection to the gangster is not that he is loyal to the gang, but that his gang includes too few. This same principle is perhaps back of common types of adult irresponsibility: responsibility is there, but it is oriented toward too few people and too few values.

There is, after all, no special virtue in doing what we like to do, in looking after our own interests, or in defending those for whom we care. Our ideal, in helping young people to assume responsibility or to cultivate desirable social attitudes, is to arouse them to care about a larger part of the entire population (all of it if possible) and about a greater variety of human relationships than the few which fill the life of the child or of the immature adult.

The child acquires responsibilities in terms of what needs to be done to preserve or further the welfare of those for whom he cares. The extension of responsibility from selfish preoccupation to a high minded solicitude for the welfare of peoples is essentially the same process as that which converts an isolated little savage into a good member of the team. The question in each individual case is, how far can one continue to grow? What can we do to help a particular individual's growth? What can we do for the growth of all the children of the community?

Changing Attitudes Toward Adolescence

Progress in the study of child development as reflected in the literature on adolescence.

IN 1904 Dr. G. Stanley Hall published his study of "Adolescence." This work, which has justly come to be regarded as a classic, was so new a departure in the social sciences that it was at once, and is still, taken to mark an epoch. In the brief quarter century that has elapsed, the new era Hall ushered in has exhibited many changes in point of view, and has seen the passing of many fashions in adolescent behavior. Between the changing points of view of the specialists and educators, and the unpredictable behavior of flesh and blood boys and girls, it has not always been easy to see clearly where the main trends of the times were leading; and there has been a tendency to question whether the changes so apparent to all have meant real progress.

A review of the literature dealing with adolescence does show certain rather definite tendencies in our ways of looking at the adolescent and his problems, which seem to indicate an attitude both sympathetic and objective. These changing points of view are not, however, peculiar to the study of adolescence. They are reflected throughout all our writing and talking along the lines of child development and child training. But because adolescence is in its very nature a time of exaggerated behavior reactions it calls out with particular emphasis whatever points of view are shaping current thought.

It would be absurd in a brief review of so large a field to attempt to do more than to suggest these tendencies. In general, it can be pointed out that in

the past quarter century, two contradictory attitudes have been running in nearly parallel courses. There has been a school of psychologists and other specialists who have regarded the individual, adolescent or young child, as a laboratory specimen rather than as a human being. These have examined and tabulated the characteristics and behavior of youth with methods and techniques very like those used in studying white mice and dogs in the laboratory. To this type of investigation we are indebted for a great deal of valuable data, especially in relation to physical development.

But human beings continue to have certain characteristic ways of behaving that escape even the most scientific laboratory techniques. One reaction, that of the investigator who finds he cannot grasp these less tangible factors, is to deny their existence or at least their importance. This is so unsatisfying that others carry over into the "scientific age" much sentimentalism and moralizing—a tendency to talk *at* youth in terms of what moralists desire it to be or think it ought to be. This attitude has been particularly evident in discussions of the adolescent's emotional life and especially of sex and all the social implications growing out of it.

Although the objections to both these views seem today fairly obvious, neither one has passed completely out of the picture. But out of our effort to find an approach which is nearer to the reality of lives in the making has grown what may perhaps be described as the distinctive point of departure for further investigations. The emphasis is still upon facts, but not wholly or primarily upon facts discoverable by laboratory methods in the laboratory setting. Though sentimentalism and moralizing have no longer a place, these writers purpose to be helpful; but their method is that of understanding, of sympathetic guidance rather than externally applied "moral training." These changing attitudes are not always so easy to put one's finger on; but they are apparent in the reading, especially along certain lines of development.

The physical side is that in which the purely objective laboratory method is of most advantage and is least likely to strike pitfalls. Hall covered physical characteristics thoroughly and accurately, and is still a standard of reference. Bigelow's study, although in a brief form, gives an authoritative statement. But even on the physical side the changing attitude is evident. The trend is shown in such statements as that of Schwab and Veeder in "The Adolescent, His Conflicts and Escapes":

"Such a presentation of the subject draws a line through the middle of one of the most interesting and important periods of development. It is as if an attempt were made to obtain a complete knowl-

edge of a book by beginning near the middle and finishing before the end. . . . It is important to keep in mind that there is a close relationship between mental and physical development and that the two go hand in hand. . . . The body and the mind of the pubescent and adolescent child are inseparably connected and the physical conditions and growth are intimately involved with the mental processes and reactions. In fact, probably at no other period of life are the psychological reactions of the individual so closely related to and dependent upon the physical changes which are taking place in the body."

Of physical development and health, Dr. Thomas D. Wood has said:

"The most vital trend is the effort to synthesize the natural sequence and progress of development with the constant appearance of significant transition stages. Twenty years ago there was over-emphasis on the striking differences, the dramatic sudden changes, and the crises of development during adolescence. Now the pendulum has swung toward interpretation of development as being more orderly, a wholly natural process. This interpretation implies that where dramatic changes do occur, they are individual rather than typical. But we must not let this stroke of the pendulum go too far since, especially under modern conditions, there are perhaps bound to be very sudden and significant breaks."

INTELLIGENCE AND GROWTH

Mental development during adolescence has thus received less attention as an isolated function and more emphasis as part of the whole process of growth and development. Our greatest knowledge of mental development during adolescence has come not from studies of adolescence in itself but from the studies of the whole range of mental development. Somewhere during adolescence comes the peak of the actual growth of development. Superior intelligence represents both a greater rate of growth and a more prolonged capacity for growth. At no time previous to adolescence are individual differences in capacity so marked as they now become. But the average adult, we are told, has intelligence at a fourteen-year level. Harry L. Hollingworth has stated in "Mental Growth and Decline":

"Mental measurements of large numbers of recruits in the United States Army during the draft in the late War suggest that after the age of fourteen or thereabouts mental ability does not in the average case increase as a simple factor of age. . . . In general then we may say that the average intelligence of the adolescent is that of the average adult (in-

telligence should of course not be confused with knowledge, skill, or character.)"

Thorndike, who has perhaps done not only the most authoritative but also the most far-seeing research along these lines, does not wholly concur in his conclusions. His emphasis is not so much on adolescence as peculiarly important, because he has found that rate of learning may continue to increase even in adult learning. In "Adult Learning," he has said of the approximate date of cessation of inner growth in respect to ability to learn that:

"Its general average or mode seems from our results to be somewhere near twenty, though psychologists in general would probably be inclined to set it somewhat earlier. Consequently we can assert with reasonable surety that the fact of inner growth favors adults in comparison with children. . . . [But] childhood and adolescence are the optimum time for inner growth in the ability to learn, and we should be careful to allow for this in any estimates of the returns produced by training."

LIVING OR LEARNING TO LIVE?

When we begin to look at the adolescent in contact with the outside world, we enter into more far-reaching and subtle complications. It was probably the very complexity of youth's social adjustments which called forth the present trends toward a sociological approach.

Education has been repeatedly open to criticism and analysis in the literature on adolescence. Hall deplored the influence of college in standardizing high school knowledge and said, "No more wild, free vigorous growth of the forest, but everything is in pots and rows like a rococo garden." The adolescent suffers from ennui and dyspepsia from this "over-peptonized mental diet." More than twenty years later Stanwood Cobb in "The New Leaven" repeated this protest:

"Our preparatory schools are preparing their pupils for an education but never giving it. That is why when they reach college they are unable to think. The object is to learn rather than to think. The fault lies with the colleges which put upon secondary schools a demand for entrance requirements which necessitates fact-crammed pupils rather than thinking individuals."

There has also been a critical reaction against the indiscriminating acceptance of the value of college training. This widespread interest has given rise to a whole series of books on college and college problems. These are of many types, such as that of Rita S. Halle, "Which College?", a well arranged reference book

of facts about colleges and their requirements; more critical studies such as "The Effective College," edited by Robert Lincoln Kelly, and "College," by John Palmer Gavitt; and recent, more intimate pictures, such as a symposium of student opinion, "The Students Speak Out."

Hope for the future of education, not only for the adolescent, lies in fitting the education to the individual rather than cramping the individual into the conventional mold. In practice this is either on trial or still to come, except with very young children, but in theory it is far from new. Ralph W. Pringle in his book on "Methods with Adolescents" says that:

"Rousseau and Herbart both advocated the thesis that educational matters must be settled in terms of the learner, always recognizing his interests, needs, and capacities." He quotes from G. Stanley Hall, "The psychology of adolescence should be appealed to in solving all problems relative to high school education."

Of course the subjects which are the uppermost in the attention of those who are interested in adolescence—as well as in the mind of the adolescent himself—are those most closely related to his emotional life. Outstanding among these are his awakening religious life and his sex interests. Each offers a field of study in which whole libraries have already been written without plumbing the depths or reaching conclusions.

RELIGION FOR PRESENTDAY YOUTH

Such books as Walter Lippman's "A Preface to Morals" and Krutch's "The Modern Temper" have focused attention on religion in relation to modern living. Religion's losing struggle with science has seemingly not brought the peace and happiness that the protagonists of science had hoped for when they dropped the shackles of an orthodox faith. Parents have followed two major courses. They have either, on scientific grounds, refused to give their children any form of religious instruction, believing that by ignoring the question it would fail to exist; or they have compromised by instructing their children in a faith not subscribed to full-heartedly by themselves. Neither course has been successful. It is not strange that Thorndike and Gates say in their new book, "The Elementary Principles of Education," that the crying need today is better religious and ethical instruction. Coe's study of "What Is Christian Education?" sees as the outstanding faults of the younger generation:

"Superficiality and externality or lack of organization; or lack of standards and scales of value; or

lack of intelligently discriminated purposes. We have summarized the whole situation as lack of education in the vocation of living. Accordingly, our whole discussion has trodden close to the edge of religion, which (whatever else it does) endeavors to solve the problem of the meaning of life's experience and values."

The great fault, according to Dr. Coe, who has done some of the clearest as well as most recent thinking on this question, has been that we have not taken the scientific attitude in religious instruction.

"The principle of the scientific method is a necessity for spiritual health. . . . The creative, trouble-making principle of Christianity must become a control of the whole educational experience of children and youth, and then, the door of full membership having been entered, this kind of education must go right on to the end. Such education might make for reduction in the number of church members. It would be likely to do so, not by condemning and rejecting many applicants, not by expelling members for unfruitfulness, but simply by failing to attract those who are not ready for spiritual adventure."

SIGNIFICANCE OF EMOTIONS

In the treatment of the sex life and the sexual problems of the adolescent, the literature, as we might expect, markedly reflects current attitudes. Fifteen or twenty years ago the whole matter of sex education seemed to center narrowly around the question of eugenic responsibility with reference to venereal disease and to the ushering in of "a single standard" of morals, which would dictate premarital chastity and strict adherence to the monogamic ideal. Little attention was given to evaluating adolescent sexual phenomena except as a means of compressing them into a specific moral pattern. Sex was a matter of sociological concern; its bearings on the more complex spiritual relations of the individual were largely ignored, at least by American writers. In 1926, however, we had the appearance of books on "The Adolescent Girl" by both Winifred Richmond and Phyllis Blanchard, who, under the influence of the psycho-analytic school, view sexual energy as a deep creative force, of which reproduction of the species is merely one manifestation. The maturing of the sex functions and the emotional life of the adolescent are essentially bound up together and unconscious forces are for the first time given popular recognition. Miss Richmond describes the various levels of sexuality and presents the whole subject as a matter for scientific study rather than for moralizing.

This realization of the wholeness of experience, of emotional life as basically important, and of the interrelation between it and the development of sex is perhaps the outstandingly significant tendency toward progress. Yet even in 1929 and 1930 the two trends are still manifest and separate though appearing in a slightly different garb. "Purity" today takes the form among academic writers on adolescence of an airy disregard of sex with the brief comment that it is not nearly so important as it is often supposed to be. Masturbation, "that *bête noir* of the whole sexual problem," as it has been justly described elsewhere, is handled by Ralph Owen, Pechstein and McGregor, Fowler Brooks, and others, largely by saying that it is usually harmless but should be prevented. In fact, these writers, despite the value of their volumes, are inadequate, stereotyped and ignorant on the whole subject of sexuality. Leta Stetter Hollingworth emerges as somewhat more thoughtful and human but, although she is willing to assign sex an important place in adolescent development, she appears unduly optimistic concerning the efficacy of coeducation and "rational control" to help youth through the difficulties of this phase of life. One cannot pass without commenting on the fact that many of these books, which are on the purely academic level in discussing sex, are frequently distinctly progressive in other matters.

Two recent books stand out as a real contribution. "The Struggles of the Male Adolescent" by C. Stanford Reed, is a deeply thoughtful consideration of the subject by one who has obviously profited by the researches of clinicians as well as by his own perceptive gifts. Of a very different type but also significant is "The Sex Life of Youth" by Elliott and Bone, a compendium of the actual experiences and attitudes of contemporary youth drawn at first hand. It is essentially data and a not too pretentious interpretation of data, free from preachments and *a priori* assumptions. It will be of interest to many that this enlightening volume emanates from a committee appointed by the Y. M. C. A. Its importance lies in its evident readiness to reconsider the entire subject and in the example it sets of regarding sex life as a highly individualized adjustment for which it is dangerous to offer a set formula either for personal happiness or for race advancement.

It may be said by some that neither the realization of the oneness of personality, nor the desire to understand youth is really new. But taken together as the motivating power for conscientious and scientific study of reality, they do constitute a new trend, and one which, it is fair to say, offers welcome promise for the future guidance of childhood and youth.

CHILD STUDY

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Editorial

Adolescence has a pivotal quality. It carries over into its early years child-like behavior and attitudes, yet increasingly seeks to assume the appearance of adulthood. In order to look at it in perspective, CHILD STUDY has oriented this discussion of *adolescence* as the central topic in a series of three issues on related phases of life development.

When is a child grown up? At any level being grown up implies adjustment, meeting the needs and realizing the potentialities of infancy or childhood or adolescence or adulthood. The effect of this conviction upon parental attitudes was the subject of discussion in March.

Adolescence. Our growing realization that adolescence is a part of a process rather than an isolated phenomenon does not alter its sense of now or never. As an adult-to-be, the adolescent reaches out, often rather wildly, toward the freedom which he thinks he sees operating in the grown up lives about him. There are here perhaps two misconceptions. The adolescent has not yet learned that what he sees as freedom in really mature living is governed by self-evaluation and self-guidance which, though it is very different and more satisfying, is far more exacting than the restrictions to his own liberty to which he thinks he objects. The adult, for his part, is likely to take the adolescent's revolt

at its face value, and, judging it by adult standards, to think it is much more deep seated than it really is. What is nearer to the truth is perhaps that the adolescent is wearing a mask under which is the little boy, whistling to keep up his courage. What he wants, in his inmost heart, perhaps buried even too deeply for his own consciousness, is not more freedom from adults and their guidance, but more understanding and sympathy, along with their guidance.

Parenthood and personality. Of all the human relationships which depend for success upon maturity, none makes greater demands than that of the family. Adjustment within the family, including all its members, is perhaps one of the greatest achievements of maturity. In making and maintaining it, the most urgent stress is upon the parent. It is no easy task to preserve one's individuality while meeting the demands laid upon a father and mother. In the May issue of CHILD STUDY, this phase of mature living will be discussed from the points of view of both parents and children.

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News and Notes

The second biennial meeting of the Music Supervisors National Conference, which was held in Chicago during the week of March 24 to discuss "Amateur Music," was probably the greatest music gathering of its kind in this or any other country. The conference featured outstanding speakers, some of the finest music and musicians, and speeches of practical value, as well as various educational exhibits. The new elements which the radio and vitaphone have introduced into teaching, among them the marked elimination of the incentive to music study as a vocational subject, were discussed.

In this connection it is of special significance that over five million children are listening in to Walter Damrosch's Music Appreciation Hour on the NBC network. This weekly concert has been sponsored by schools throughout the country and such cities as Columbus, Kansas, Joliet, Illinois, Omaha, Nebraska, and Superior, Wisconsin, report that the entire school system has been equipped with radio receiving sets. Requests for copies of the teachers' manual have come from the heads of schools in Mexico, the Bahamas, Bermuda, Cuba, and China, and from states which cannot hear the broadcasting. The concerts will be given next year under the same sponsorship. These recent developments in music afford both children and adults unlimited opportunity for real appreciation, thereby enriching their own lives and influencing the culture of coming generations.

"The New World Challenge to Parents and Teachers" will be the theme of the 1930 National Congress of Parents and Teachers to be held in Denver, Colorado, May 17-24. The central topic will be presented from the angle of the educator and the parent in relation to progressive education. Every phase of the Congress work will be discussed both with regard to this broad program and to the practical projects and problems presented by the delegates.

Two of the most interesting features of the Convention will be the all-day conference on Spiritual Education, over which Dr. Valeria Parker will preside, and the discussion on Parent Education, including the problems confronting the modern parent and suggestions as to how to meet these problems, under the leadership of Dr. Ada Hart Arlitt, Professor of Child Care and Training, University of Cincinnati, Dr. Ruth Andrus, Director of the Division of Parent Education and Child Development of the New York State Department of Education, and Dr. Jessie A. Charters,

Head of the Division of Adult Education, Ohio State Department of Education. The Congress will also hold conferences on Public Welfare, Health, Education and Home Service, and a demonstration on testing sight and hearing.

More than one hundred members of the White House Conference on Child Health and Protection were assembled at Atlantic City in connection with the National Education Association Convention of the Superintendents of Schools. Probably the largest cross-section representation

of the Conference resulted when the committees on Education and Training, Special Classes, Delinquency, Vocational Guidance and Child Labor, Family and Parent Education, the School Child, and the Handicapped, took this unusual opportunity to hold joint meetings. The work in Child Health and Protection has been divided into four main departments, Medical Service, Public Health Service and Administration, Education and Training, the Handicapped, and is being enthusiastically carried on by various committees and subcommittees. In fact, Dr. F. J. Kelly, President of the University of Idaho and Chairman of the Section on Education and Training, recently expressed the opinion that the research and investigations for fuller information should not be made on a scale so extensive as to preclude its completion in time for the Conference which will probably be held sometime in November. He pointed out that since an abundant supply of data is already available in most of the fields in which the committees are working the gaps which are really significant need only be indicated.

In order to focus the attention of parents upon the importance which emotional influences play in a child's behavior, a mid-west conference was held at the Palmer House, Chicago, on March 6, 7 and 8, under the Chicago Association for Child Study and Parent Education, with the co-operation of more than twenty local organizations. Because the study of emotions is comparatively new in the

field of psychology, the topics and speakers presented certain interesting research projects rather than definite conclusions which might be interpreted as solutions of the problems of the child's emotional life. The general theme was discussed from many different viewpoints all of which contributed to individual, well balanced concepts of child personalities. Many of the points were immediately applicable to everyday situations. Dr. Abraham Myerson, Professor of Neurology at Boston, in speaking of the hereditary and environ-

**Amateur Music
Assumes
National
Importance**

**White House
Committees at
Atlantic City**

**Parents and
Teachers Offer
New World
Challenge**

**Emotional Life
of the Child—
Discussed at
Mid-West
Conference**

mental factors in the emotional life of the child, explained why two children brought up in the same environment may turn out exactly opposite in type and temperament. Dr. Edward S. Ames, Professor of Philosophy, University of Chicago, showed how children accept without discrimination the heroes, attitudes and even sciences of the adult world. According to Dr. William Marston, Consulting Psychologist, New York, who spoke on "The Love Life of the Child," love and domination are the only two methods of training a child, and extremes of both are equally wrong. The child must never be so beloved that he dominates the parent nor can he ever fully mature if his parents dominate him. A child who always ate spinach and never forgot to wash behind his ears would be decidedly out of place, Mr. E. C. Lindeman, New York School of Social Work, pointed out, since the parents and the world as a whole are so far from perfect. Some of the other speakers were Mary Cover Jones, Anton J. Carlson, Otto Rank, Norman Cameron, Floyd H. Allport, Benjamin C. Gruenberg, Carlton W. Washburne, Horace M. Kallen, Augusta Bronner.

The American Child Health Association, with the cooperation of eighty-two national organizations, is preparing for the annual May Day celebrations which are held all over the country. The purpose of this year's slogan, "Every parent and every community united for health for every child," is to include all phases of child health work, sanitation, recreation and schools.

The Progressive Education Association is to hold its Tenth Annual Conference in Washington, D. C., on April 3-5 and is planning a most ambitious program. Almost every phase of the problem, Parent and the School, which progressive educators have been studying will come up for discussion. Robert S. Lynd, Social Science Research Council, coauthor of "Middletown," Eduard C. Lindeman, New York School of Social Work, Lucy Wilson, Philadelphia High School for Girls, George A. Coe, author of "What Is Wrong with Youth?" Hamilton Holt, President of Rollins College, Winter Park, Florida, and Ray Lyman Wilbur, Secretary of Interior, will speak on "What Is Needed in American Education," "Creative Thinking," "New Education in Russia, Turkey and Chile," "Character as End and as Process," "New Type College," "Educational Mill." The group conferences will be arranged so that any one may attend two for the full time allotted. The discussions will be on the following subjects: "Time, Place and Function of Drill in Progressive

Education," "Standard Testing," "The Education of the Progressive Teacher," "The Effect of College Entrance Regulations on the Secondary School," "The Place of Mental Hygiene in Education," "The Parents and the School," "The Possibilities of the Junior College," and "How Can Education Through the Study of History and Civics Produce Better Capacity for Democratic Government?"

An exhibit on Art in a Child's Surroundings was opened by a talk on "The Child and Art" by Mr.

Lee Simonson of the Theatre Guild, New York, at the Child Study Association Headquarters on March 18. Arranged by the Committee on Leisure Activities, and sponsored by the Child Study Association of America, the exhibit includes only such things as might actually find a place in a child's home—pictures, sculpture, pottery, maps, screens, textiles, books, toys and other decorative objects. Grouped as for a child's room are some examples of modern, maple wood furniture; on the walls hang textiles of varying pattern and design, many well adapted for window draperies; toys of many colors and shapes stand invitingly on the shelves, a group of gay painted animals from Noah's Ark attracts particular attention. The exhibit continues open to the public.

Mr. Simonson's talk repeatedly emphasized that all normal children are instinctively creative and hence are potential artists. Adults make the mistake of overestimating the importance of art education for the child and try to inculcate a feeling for art from without. But art is a far more anarchic, barbaric, instinctive thing than our presentday art cults recognize.

For what we call works of art, nine times out of ten, were not created as art but to fit a particular pattern of life.

Just as the artistic instinct of primitive people expressed itself in color, clay, rhymes and song, so does the child seek similar expression for the same instinct. Even children who have no pronounced esthetic leanings create the most amazing fantasies in color. But proper guidance is required to give this instinct opportunity for development. The only thing we should inculcate is a living interest, an intellectual or emotional curiosity, and then leave the child free to find what he needs. If he has a real interest in art, he will inevitably find the same thing that the artist finds. Such art appreciation as comes to the child must be jealously guarded from external influences, in order to preserve the creative faculty. But even when we do not produce an artist by keeping the creative faculty alive, we will at least develop a fundamentally intelligent human being—a creative amateur—who gets infinite satisfactions out of his contacts with life

Art in a Child's Surroundings

National Child Health Day

Progressive Education Association Conference

through his ability to assimilate what he needs. The people who understand things best are those who have created; the instinct to create is the endowment of every normal child and should be left free to develop from within.

As part of a program which covers many phases of constructive social work, the Commonwealth Fund is enabling the Institute for Child Guidance of New York City to enlarge its quota of students for professional training. Provision has also been made for the National Committee for Mental Hygiene to continue its advisory service to communities wishing to establish clinics, and for the National Committee on Visiting Teachers to promote professional training in that field. This branch of the work cannot be fully understood except against the background of varied service in social welfare which the Fund has sponsored. Over two million dollars have been expended in the past year by the Fund in fostering activities in the field of public health, preventive medicine and mental hygiene, and in enriching British-American relations. A health program has also been sponsored in various parts of the United States and notably in Austria where the Fund has cooperated with the government over a period of six years. Some of the other interesting features of its program include fellowships of many kinds, especially those for British students wishing to study in the United States, the establishment of a chair of American history at the University of London, and the support of the Notre Dame Bay Memorial Hospital at Twillingate, Newfoundland, the only one in three hundred miles of seacoast.

The Home and School Council of England which includes in its membership Parent-Teacher Associations and Child Study Circles, Health Organizations, Teachers Unions and Child Guidance Councils has recently entered, under the able presidency of Dr. Yeaxlee, the International Federation of Home and School. Its objects are the formation of study-discussion groups for parents, social workers and others; the training of study group leaders; the formation of parent-teacher associations in schools all over the country; the publication of simple pamphlets and a magazine for parents; the formation of a library of non-technical books for parents; the compilation of useful lists of books; the formation of a bureau of speakers and the supply of information on various aspects and problems of child training in response to specific inquiries.

Dorothy Matthews, Secretary of the Council, is

visiting the United States at present to make a study of the home and school movement in this country. The National Congress of Parents and Teachers has cooperated in planning Miss Matthews' itinerary so that she will have every opportunity to observe our local, county and state work and to attend state conventions.

The American School of the Air is conducting a national program of educational broadcasting. Sponsored by the Grigsby-Grunow Company with the cooperation of the Columbia Broadcasting Company the schedule includes lectures on literature, civics, music, health, nature study, art, American history, and international good will. A "Teachers Manual and Classroom Guide" is published by the School in connection with this schedule, and the bimonthly radio journal "Voice of the Air," also contains helpful material and suggestions.

Dr. William C. Bagley, Professor of Education, Teachers College, Columbia University, is Dean of the School, and the faculty members are well known educators, artists and writers.

The School is essentially experimental and will welcome all suggestions based on observation of the series, not only regarding reception but also regarding the type of material presented and the manner of presentation. If your child has listened in, let us know if it has been of any help in his school work. Have the lectures helped you as parents to understand more of what is being done in the school?

Announcements

A meeting of the delegates of the parents Play School study groups will be held on April 7 at 8:15 at Headquarters of the Child Study Association. Mrs. Cécile Pilpel, Director of Study Groups, will talk on "Why We Have Play School Child Study Groups."

The First International Congress on Mental Hygiene is to be held at Washington, D. C., from May 5 to 10.

"Better Homes" will be featured in the April Number of *Child Welfare*, published by the National Congress of Parents and Teachers.

The Ohio State Department of Education is publishing *Better Parents Bulletin*, which forms an interesting introduction to the work which is being given at the University of Ohio.

A list of nature books will be issued by the Child Study Association of America in April.

Scientific Backgrounds for Child Study

INTEREST in childhood is being enriched by increased knowledge and understanding along many lines. Important fields which have much to contribute to the study of childhood were represented by three lecturers who spoke during the past month at the Meeting House of the Society for Ethical Culture, New York City, under the auspices of the Child Study Association of America. Dr. Karl Menninger, whose recent book, *The Human Mind*, has attracted so much interest and attention, spoke on "Parent Personalities and Parent-Child Situations" on February 25; Dr. Karl M. Bowman, chief medical officer of the Boston Psychopathic Hospital, discussed "Behavior in the Light of Psychology and Physiology" on March 4; on the evening of March 7, Dr. Edwin B. Holt of Princeton University, author of *The Freudian Wish*, gave a lecture on "Some Hints from Objective Psychology on the Parent-Child Relation."

PARENT AND CHILD PERSONALITIES

Personality, as defined by Dr. Menninger, is not something that can be separated from an individual: a man *is*, not *has*, a personality. It is the expression of all the elements that make up an individual—the total effect of the many interactions between native endowment and environment.

In all branches of work with children, the psychiatrist finds that the personality of the parent has a profound effect upon the child. This effect, however, is not a definite, predictable thing. The psychologist attacks the problem by studying the pathological, exaggerated examples of bad effects in order to reach conclusions as to more constructive procedures. One of these conclusions is a loss of confidence in the efficacy of "common sense," in contradistinction to education, as applied to rearing children and handling behavior problems. Those who rely upon common sense rather than education assume that parenthood is an instinctive art rather than a science. Common sense errs in magnifying the importance of heredity and minimizing the effect of the parent personality upon the child, because it takes no account of unconscious mental mechanisms. It ignores both the unconscious attitude of the parent toward the child and the unconscious life of the child as affected by the parent—both vital factors in the child's reactions. Common sense is also at fault in assuming the harmlessness of traditional corrective measures, which often express themselves in punishment that is merely an outlet for the parent's own emotional reactions. Finally, common sense assumes that the end justifies

the means, but has in mind only the *immediate* end, rather than the ultimate consequence. Education, on the other hand, gives the parent a scientific basis for more intelligent and effective methods.

CONVERGING POINTS OF VIEW

Dr. Bowman pointed out that there has been much conflict in the past between the viewpoints of psychology and physiology, but the present tendency is to reconcile them by considering them as partial aspects of the entire organism. Man is now viewed as an organism having a complex and constantly changing structure, functioning in a complex and constantly changing environment, and behaving as a unit.

The structure of any organism limits its behavior. As the organism becomes more complex, its behavior also becomes more complex. Although the nervous system of man represents the highest present development of evolution, his organs of sensation are so imperfectly developed that his knowledge of the universe is very inadequate. Among the various systems that control man's physiological activities, it is unique because it has a correlating and directing influence. But it has not evolved to the ideal state of one centralized control. This accounts for the constant conflict to which man is subject. He has two nervous systems: the autonomic or negative and the cerebrospinal. The former is the older and controls the involuntary processes, such as the rate of heart beat and the secretion of glands.

Man's brain is a comparatively recent product of evolution, the hemispheres representing the latest development. The cortex of the brain is probably most important, since it is the center of his higher intellectual functions. Man's motor functions, unlike those of animals, are also fixed in the cortex. But although intelligence is linked with the cortex, the emotions are linked with the physiological structure. Man still reacts on both these levels, even though the more primitive is overlaid with more cultivated types of behavior. Many cases of mental disease are really regressions to primitive reactions.

TOWARD INTEGRATED LIVING

Dr. Holt began by explaining the fundamental "adient reflexes." Many of these start before birth,

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but none are inherited; they originate in the random movements caused by stimulation to which the child responds and through which he acquires motor connection with the muscles. As these reflexes become established they form the foundation of every healthy character, producing affection, interest and curiosity and developing in later life into initiative, enterprise and ambition.

Dr. Holt spoke of the mistake made by mothers who repeatedly say "Don't do that!" to a two-year-old. Stimulus should be given only when the child is doing what is desirable; when he is doing wrong, it is better to distract his attention in order to avoid fixing the undesirable motor posture. The so-called "mirror principle" is also useful. The parent must be the first to show imitation and sympathy; this establishes emulation in the child, who will then readily mirror back the desirable behavior.

The reflexes determined by the child's adient impulses do not usually result in harmful acts; when they do, they produce learning by trial and error. Usually, however, the child avoids overstrong stimulation, like fire, by reversing his random movement. The child should learn avoidance from the fact that the harmful object presents overstrong stimulation and not from corporal punishment, which teaches avoidance of the parent rather than of the danger. The infliction of corporal punishment does not correspond to any need of the child and stops the learning process. Dr. Holt believes that there is only one instance when corporal punishment is justifiable; when the child offers a direct affront to the parent, the parent may react as the fire does—by teaching caution through physical pain. Dr. Holt said that so-called destructiveness is a natural and necessary result of adience. The parent must let the child learn by the experiences resulting from destructiveness. The best procedure is to give the child his own domain, in which nobody disturbs him or puts things in order. The sight of the broken fragments of toys will be the most useful object lesson.

Dr. Holt outlined the four steps leading to integration of the personality, which he considers a normal, though too rarely attained, condition of adulthood. First comes the transition from the child's random movements to definite motor responses to stimuli. Second comes the acquisition of accomplishments produced by many responses simultaneously active. Integration is not complete at this point, although it often stops here, producing a person who may have many accomplishments but no impelling nucleus of character, no life interest or fixity of purpose. The third step in integration is developing a life interest, which may be determined by the child's earliest activities. These are

too often subordinated to the daily routine and regimentation of the household. When the parent ignores the child's first tender attachments, even to trivial things, he is interfering with the child's ultimate integration. The fourth step is the meeting and overcoming of obstacles. The child whose native interest has been choked off will not have a sufficiently strong inner drive to surmount obstacles. The regimentation and curricula of schools and colleges too often check the pupil's nucleus of interest and produce either superficially cultured people with no unifying interest in life beyond the seeking of pleasure, or constitutional psychopaths. Those adults who had the opportunity of developing their childhood interest, however, will be the successful people who find that their work is play, for they are carrying their early play interests into their mature life. They are the integrated personalities who have a purpose in life and find their happiness and satisfaction in pursuing it.

OVER THE AIR

WEAF

Fridays—2:15 p.m.

Child Study Association of America

Staff members will answer questions sent in by parents. Mail questions to WEAF, 711 Fifth Avenue, New York City.

WEAO

Tuesdays—10:00 a.m.

Wednesdays—7:00 p.m.

Thursdays—4:10 p.m.

State Department of Education, Ohio State University, Columbus, Ohio.

Topics: The Well Trained Child and His Future; Books for Younger Children and Parents' Study Groups; Sex Education; etc.

Do you hear the radio programs? Do you like them? Are they interesting? Are they helpful? Write and tell us what you think—we want your help.

Parents' Questions

In the social and emotional adjustments of youth, parents are constantly meeting new situations to which they also must adjust.

Question: A high school girl of fourteen complains that she is the only one of her group who must leave parties at eleven o'clock. She feels humiliated and actually foregoes some parties rather than be made conspicuous by leaving early. Her mother is anxious to mitigate the difficulty, without sacrificing health and school considerations.

Discussion: Most adolescents want intensely to conform to the group in social matters, and for some it is a real hardship to be compelled to be different. Every effort should be made, therefore, to allow them to do as the others do—within certain limitations. Nor may we determine arbitrarily what these "certain limitations" should be. Questions of time and place are usually matters of prevailing custom, and it is unfair to insist upon a certain hour for homecoming just because that hour used to be considered "the decent hour for a young girl to go home." On the other hand, if our children know that we are making an honest effort to understand and cooperate with them they will be the more willing to accept our judgment when certain restrictions seem necessary. It is sometimes possible to seek the cooperation of other parents in arranging the young people's parties for earlier hours and for week-end evenings when next day's early departure for school need not be considered.

Question: An only son who is away from home at a preparatory school wants to spend his summer at camp. His parents, who have missed him greatly all winter, feel that he should want to spend his summer with them.

Discussion: It is not unnatural that the boy should want to continue, during the summer, his contact with companions of his own age who share his interests. It may be, too, that his preferences and enjoyments do not coincide with those of his parents, and that their

One of the paradoxes of adolescence is that it is a serious business which expresses itself very frequently in unimportant matters of fashion, taste and conventions of behavior. When parents begin to discuss their teens-age boys and girls, their questions are very likely to be about these things, which are both so trivial and so significant. Sometimes the molehill looms up as large as the mountain. Conflict which becomes serious on questions of dress or parties may point to a more deeply seated lack of understanding. Through attempting to understand what these really mean, we may gain deeper insight and sympathy with our sons and daughters.

summer plans are of a type which do not appeal to him. The question involved should be purely one of alternatives: What would spending the summer with his parents mean? A summer resort? Aimless drifting? Travel? Can there be a compromise in plans for some part of the summer?

It is unfair to inject into his choices the element of his affection for his parents; for the implication that his choice shows lack of affection or consideration for them may have an unfortunate effect upon him. In

any case nothing is to be gained by asking him to make this sacrifice in the name of filial affection. If the parents will try to understand the motivations of his choice, he will, perhaps, be more ready to understand their feelings and needs, and adjust his plans somewhat toward meeting these.

Question: Should a sixteen-year-old girl be allowed to come home from a dance with a young man whom she knows only slightly? Is there danger that in allowing such privileges we will be establishing a precedent from which there will be no turning back?

Discussion: A great deal depends upon the circumstances, the lateness of the hour, and still more upon the degree of maturity of the girl herself. A girl of sixteen, brought up in a sheltered environment, should not be exposed to situations which call for mature understanding and experience in living. Coming very late from all the exhilaration and fatigue of the dance, to a quiet house in which everyone is asleep, may involve such a situation. On the other hand, at certain times and places and with certain persons we can permit our growing children a latitude in social conventions which need not be considered as precedent-setting. Young people are reasonable beings, and can be shown that what is perfectly proper under one set

of circumstances may not be suitable under others. We will have to decide each such question on its own merits rather than in its relation to precedent or conventional rules of conduct. Above all, we must guard against exerting pressure in a way that will awaken the stubborn "I can take care of myself" attitude, which usually expresses a resistance to arbitrary parental authority without relation to the situation itself.

Question: A girl of fourteen is surreptitiously using lipstick and rouge despite her mother's express prohibition. The mother is deeply distressed about this and all that it seems to imply. What can she do?

Discussion: It is important to recognize that many such questions which have seemed to us vital issues are really matters of taste and custom, and that no permanent standards of ethics or morality are involved. In the mother's girlhood the use of lipstick carried certain connotations which are not present in the prevailing attitude today. It is useless to tell a girl that "nice people" do not do these things, when she knows perfectly well that her friends who are considered "nice," and many of their mothers as well, do use cosmetics. The mother may discuss the question with her on a basis of "good taste," with emphasis on the fact that what is suitable at certain times and under some conditions is out of place at others. At best she can hope to win the girl's cooperation (there should be no question of obedience involved) only by showing her own willingness to meet today's problems on a basis of today's standards.

Question: The admiration of a fourteen-year-old boy for an older friend—a college sophomore—amounts to hero worship. The mother of the younger boy feels that the older one is not worthy of this admiration and is certainly not a suitable model of behavior for her son to emulate. Should the mother try to break up the relationship?

Discussion: Often these intense admirations and loyalties of the adolescent are short lived and can safely be tolerated. Parental interference might only have the effect of intensifying the friendship, since the younger boy would feel challenged to loyalty in defense of his friend. Then, too, it is very probable that the younger boy sees in his "hero" merely a personification of his own ideals, and that he therefore does not see, much less admire, the weaknesses of which we are so aware. We can help the child to discriminate between what is and what is not worthy of emulation in his friends; but we must be very sure that our judgments are based on more valid grounds than our personal tastes and preferences which we have no right to impose upon the boy. In general we would do well to seek ways to enlarge the boy's circle of friends and

broaden his range of contacts, so that this will not remain his only friendship.

Question: Shall we explain to the adolescent the significance of some of the emotional changes that are taking place, in order to help him understand his new feelings and sensations?

Discussion: The boy or girl is certainly entitled to know the physiological facts of adolescent changes in advance of their appearance. Along with these he or she will probably be helped by knowing the biological reasons for these changes. The emotional aspects, however, are probably best not anticipated since these can be understood only in the light of actual needs and experiences. When we sense that the girl or boy is puzzled and concerned about the unusual strains to which he finds himself subjected, we may help him by explaining that these manifestations are a normal accompaniment to growing up, and that they are neither unusual nor reprehensible.

Question: A precocious fifteen-year-old has assumed the freedom of her parents' bookshelves. Should certain books which are obviously too mature for her be removed or forbidden?

Discussion: In these days of prolific printing it is hardly possible to maintain a censorship of our young people's reading even if it were desirable. In the newspapers, in current magazines, even in the advertisements of new fiction they have daily placed before them whatever is being written about modern life and its problems of human relationships. All this will have meaning for them only in so far as they are able to interpret it in terms of facts and ideas already known; and they will be impressed only by what they can understand. Restrictions and prohibitions are likely to have only the effect of giving false values to "forbidden fruits." On the other hand, the home bookshelves are selected on our adult standards expressed in the whole home setting—and this fact must eventually flavor the child's reading. We shall probably find greater security in exposing boys and girls to literature of all degrees of merit and all kinds of interest, trusting them to find out for themselves what has value for them—what is lasting and what is only transitory in its satisfactions. Moreover, it is through the reading of what we call "mature" books that our young people may widen their horizons beyond the limited conventions and outlook of their own small world. Here parents will best serve their children not as censors but as interpreters and guides, helping youth to evaluate the multitude of new impressions and experiences that crowd contemporary life.

Question: A boy who has completed his high school work in good standing, has failed in his college en-

trance examinations. He refuses to retake them, and insists he will go to work instead of to college. His parents are most anxious to have him go to college, and are deeply distressed by his "indifference" to it.

Discussion: It is important to inquire, first, what has been the cause of the failure; and, second, whether the parents' desire that the boy go to college is based on personal ambitions and traditions or on adequate evidence that the boy is really college material and that college will help him achieve his own aims. If his failure in examinations was due to a real lack of capacity it is of utmost importance that he be helped to accept this without being made to feel any guilt or inferiority, and that his future plans be based on his valid capacities and interests, rather than upon standards that are beyond him. If, however, his disinclination for college has other causes these should be considered carefully: Are there any financial considerations involved, such as an undercurrent of economic pressure in the home? Is the boy informed about the financial condition of the family? Does he, perhaps, desire economic independence as a means of escape from parental authority? Have friends who are earning money made him want to emulate their example or compete with them? Would it be possible to find ways and means to combine practical activity and some earning with a continuity of academic training for a profession? Is there any question of the choice of college involved? Does he feel that the long years of college would too greatly defer marriage? For even to an eighteen-year-old this may be a factor.

Question: A boy of fifteen does good art work but is a poor student in academic subjects. He wants to leave high school to concentrate on art education. His parents, doubting that his talent is sufficient to warrant this specialization, want him to finish high school and prepare for college.

Discussion: The danger in too early specialization lies in the possibilities first, that the general educational background necessary as preparation for modern living will never be attained if it is missed in childhood; and, second, that the door of educational opportunity for fields other than the one chosen will then forever be closed. On the other hand, much harm may be done by demanding of him a type of study which this boy finds both uninteresting and beyond his capacities. If his interest in art is sincere, some way may be found to center much of the other material of his education about this predominant interest. In emphasizing the art interest, however, we must be careful to keep open the way to other things, so that the boy may change his mind at any point without a feeling of guilt or failure and find other interests in his educational environment.

BOOKS ON ADOLESCENCE

- Bigelow, Maurice A.—*Adolescence. National Health Series, Funk & Wagnalls. 1924.*
- Blanchard, Phyllis—*The Adolescent Girl. Dodd, Mead & Co. 1924.*
- Brooks, F. D.—*The Psychology of Adolescence. Houghton Mifflin Co. 1929.*
- Cobb, Stanwood—*The New Leaven. The John Day Co. 1928.*
- Coe, George Albert—*What Is Christian Education? Charles Scribner's Sons. 1929.*
- Elliott, Grace L. and Harry Bone—*The Sex Life of Youth. Association Press. 1929.*
- Gavit, John Palmer—*College. Harcourt, Brace & Co. 1925.*
- Hall, G. Stanley—*Adolescence. D. Appleton & Co. 1904.*
- Halle, Rita S.—*Which College? The Macmillan Co. 1928.*
- Hollingworth, H. L.—*Mental Growth and Decline. D. Appleton & Co. 1927.*
- Hollingworth, Leta S.—*The Psychology of the Adolescent. D. Appleton & Co. 1928.*
- Kelly, Robert Lincoln (editor)—*The Effective College. Association of American Colleges. 1928.*
- Pechstein, L. and A. Laura McGregor—*Psychology of the Junior High School Pupil. Houghton Mifflin Co. 1924.*
- Pringle, Ralph W.—*Methods with Adolescents. D. C. Heath & Co. 1927.*
- Reed, C. Stanford—*The Struggles of the Male Adolescent. Dodd, Mead & Co. 1928.*
- Richmond, Winifred—*The Adolescent Girl. The Macmillan Co. 1925.*
- Schwab, Sidney I. and Borden S. Veeder—*The Adolescent, His Conflicts and Escapes. D. Appleton & Co. 1929.*
- Swift, Edgar James—*The Psychology of Youth. Charles Scribner's Sons. 1927.*
- The Students Speak Out, A Symposium. New Republic, Inc. 1929.*
- Thorndike, Edward L. and Arthur I. Gates—*The Elementary Principles of Education. The Macmillan Co. 1929.*
- Thorndike, Edward L. and others—*Adult Learning. The Macmillan Co. 1928.*

IN THE MAGAZINES

Different—Not Better Nor Worse. By Anna Gillingham. *School and Home*, January, 1930.

Pointing out how intelligence tests may serve constructively in the educational development of the individual, provided certain assumptions and claims are carefully considered by the testers.

Evolution of Our Treatment Philosophy in Child Guidance. By Frederick H. Allen. *Mental Hygiene*, January, 1930.

Treating child behavior problems directly through the child is according to the author "treating merely symptoms." The main factors in child behavior situations can be found in parental attitudes. A treatment philosophy in the approach to the parent is suggested.

Heredity and Environment in Education. By V. T. Thayer. *School and Home*, January, 1930.

The author quotes biological and educational source

material and applies educational principles and procedure based thereon. This point of view will influence the attitude of teachers and suggest a new approach for education.

The Mentally Deficient Child and Personality Defects. By John J. B. Morgan. *School Executive Magazine*, February, 1930.

Dr. Morgan points out ways in approaching the education of the feeble-minded in order to prevent personality disorders which accentuate mental deficiency. Parental attitudes are an important factor in this specialized education.

What Can Be Done with the Liberal College? By George Boas. *Progressive Education*, February, 1930.

A philosopher and educator looks at the American college; a point of view both fundamental and stimulating.

BOOK SETS FOR CHILDREN

THOSE of us who have been approached by an enthusiastic salesman of children's book sets (and who has not?) have heard much about the virtues of "sets" in general and in particular. The interest thus aroused will be more profitable if we use it to explore the relative merits of sets rather than to make an immediate decision for or against the one being offered us. Questions for the prospective buyer to consider are: What is the value of sets? What can children get from them?

To many of us there is something in the very nature of a set of books that is antagonistic to the spirit of free selection. Then, too, the very fact that individual tastes in reading differ so widely suggests that a good part of every set will go unread. And yet the set does fill a specific need and is desirable under certain circumstances.

There are, generally speaking, three classifications into which sets fall: first, encyclopedias; second, literary compilations (collections of selected stories and poems usually graded to age); and third, sets of the home-educator type.

Of these, the encyclopedias perhaps serve the most obvious need. Intelligent children are often animated questioners; and an easily accessible source of information is an asset if the home can afford one.

In choosing such a set there are certain important elements to be considered. The facts must be accurate and authoritative and presented so far as possible

without bias. The material should be well arranged and indexed, so that the main objective—of locating data easily—is not defeated. The print should be clear and readable, the paper of good quality and the illustrations pertinent and interesting, complementing the text rather than confusing it; finally, the content and format must be suitable to the age of the child to whom it is addressed.

Compton's Pictured Encyclopedia and *The World Book* are two excellent sets of this type. The former is especially suited for children through the junior high school age whom it will lead on to further reading; the latter supplies immediately needed information for slightly older children. Both are clear, concise, well illustrated and inclusive, and can be used easily by the child because of the arrangement and index.

For the older child, there is the new *Encyclopaedia Britannica*. Its recent excellent revision has brought it well within the range of the high school student, and it is, of course, an invaluable reference book for everyone.

The second type—literary compilations—admits of more controversy. These sets usually offer selections from the world's best literature covering a wide range of prose and poetry. Such a collection is certainly of use in an isolated community where libraries and bookshops are not available. In several of these compilations—such as *Book Trails*, *My Bookhouse* and *The Children's Hour*—the selections have been made with

literary discrimination, the illustrations have charm and color and the format and type are suitable. The stories are graded to age or grouped by subject matter, and while, unfortunately, the selections for the older children are largely fragmentary material picked from the classics, the stories for the younger children are well selected and arranged.

But there is another side of the picture. Sets are expensive. The purchase of a set in the majority of homes limits, or for some time excludes, the purchase of other books. For the youngest child can anything really replace the "little book" with its profusely colored illustrations, the kind he can carry around as his own and handle with more love than respect? Peter Rabbit in his gay little edition is a real friend that he never becomes when he is introduced on four pages of a big volume.

For the older child, is not half the pleasure of a loved book the personality it comes to have, a personality, compounded of color and shape, the feel of it, and the places it has gone with him? And as concerns the still older child, whose taste has already become selective, is it fair to give him bits or "peeps" even of the best of literature? Should we not allow him to make his own choices, to spend his share of the family book budget on more truly satisfying "wholes"?

We now come to the third classification—the mother's helper or home-educator. There is undoubtedly much useful material for the young mother in these sets, but much, too, that is based on psychological theories which do not square with recent research in this field, and on methods of teaching now quite obsolete. It is sometimes difficult to determine whether these books are intended primarily for the child or for the parent, since they combine games, stories and rhymes with general suggestions on the care and training of the young. The child browsing here might think he had discovered the "secrets" of parental technique and be tempted to try to bring himself up!

One or two of these sets are definitely directed to moral instruction—"character building." Here character teaching is reduced to an antiquated formula, cataloguing all the virtues, with cross-references to those stories which the child must read in order to achieve these virtues. In sets like these reading for fun is unknown. Indeed, it would be a miracle if a child whose literary source is so labeled escaped a whole-hearted antipathy for the entire business of reading.

Of the other available sets, some may be regarded in the light of luxuries. For instance, *The Pageant of America*, a pictorial history of the United States, is unique in its field and beautiful in its make-up and would make a desirable addition to a luxurious library.

Finally, let us remember that no set of books is the

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complete source of all desirable information and literature. Because sets are expensive and frequently constitute such a large part of the child's library, they should receive most careful consideration.

Children's Book Committee of the
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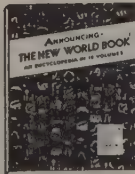
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What Is Adolescence?

(Continued from page 194)

meaningless (to him) but attractive expletives of his father's. But he finds praise when he calls his father by name and adds new words and phrases and sentences to his vocabulary.

Out of this process of development and discovery and experience the child builds up an attitude toward his environment in relation to himself. If he is teased because he uses "baby talk" he may come to feel unequal to the task of talking; if every new word is the subject of elaborate praise and comment, he may feel his accomplishment is unduly important; if his conversation is accepted calmly but with respect and understanding, he will feel a security and satisfaction in this new way of making wants known and having curiosities satisfied.

Like learning to talk, puberty is another plane on the way to maturity; it too calls in just the same way for development and organization. Owing to a series of bodily changes, the reproductive capacity becomes fully developed and the individual then looks around for some way to use it. He must discover an outlet for the tensions arising from this new capacity just as he did when he learned to talk. Adolescence must also pass through the stages of integration common to all levels of development. This is true not only for its physical development but for its budding qualities of mind and spirit. The capacity (whichever it is) develops, passes through a period of discovery, becomes adjusted in terms of success and satisfaction or the reverse, and finally fits into the individual's scheme of things, that is, into "reality."

It may seem to some that this aiming always at what is attainable is a narrow and unambitious attitude and really contradicts the ideal of having a goal. Shall not parents plan "careers" for their sons and daughters who show signs of artistic or other abilities?

The answer is *no*. Let childhood and youth grow toward maturity as their goal, and the careers will take care of themselves. Creative work and creative living imply doing something new and different with the materials of one's environment. And this in turn implies what we have already called maturity—meeting that environment without illusion and without fear. Setting up overambitious and unreal objectives defeats its own ends.

This whole process of development, discovery, adaptation and final adjustment, repeating itself for each new capacity, offers parents infinite opportunities for being truly helpful. When we see adolescence as part of a life pattern, we begin to interpret in practical, everyday ways this triple concept of growth, goal and guidance.

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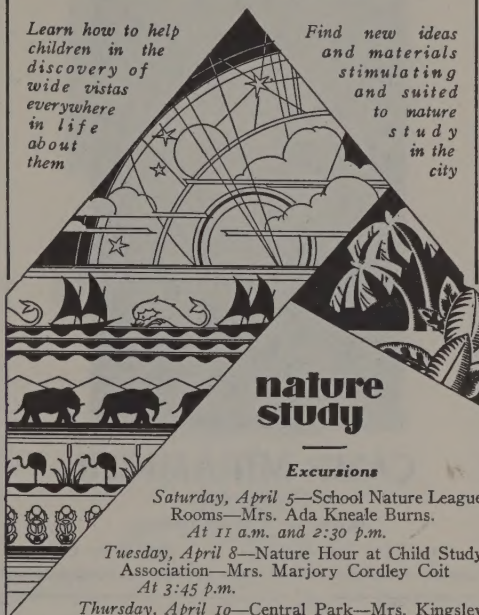
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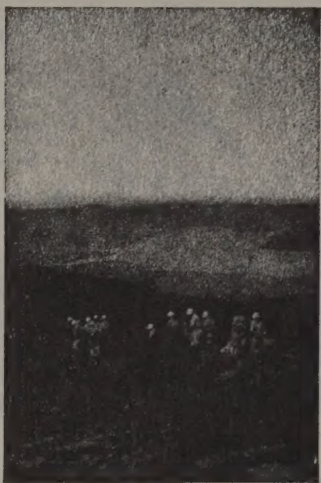
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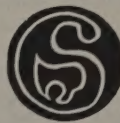
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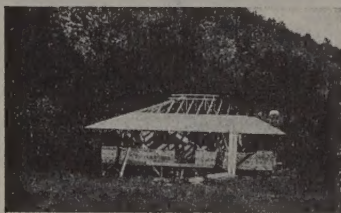
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